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doubt it has a biological value, if we admit with him, that the "religious life . . . includes the whole man" (p. 52); that "in its objective aspects, active religion consists . . . of attitudes, practices, rites, ceremonies, institutions; in its subjective aspect, it consists of desires, emotions, and ideas, instigating and accompanying these objective manifestations." If this is not the whole man, the remainder is a negligible quantity.

There is an attempt to show that magic and religion are entirely separate, neither developing out of the other; "religion is social and beneficial; magic is dominantly individual and often evil" (p. 176). Of course if the definitions are clearly drawn to start with, the phenomena will fit them; but the more important question which he treats too tersely, is whether this may not merely express two aspects of fundamentally like phenomena. He differs from Frazer, however, in holding magic to be something different from primitive science and not even closely related to it. The chapter on Morality and Religion touches a very rich ethnological field but it can scarcely be said that the author has made the most of it. He denies the right of theology to isolate itself from psychology and philosophy on the ground of its being immediate knowledge whose very presence in consciousness carries its own conviction of truth and thinks it as amenable to critical psychological analyses and estimates, as is any other phase of consciousness.

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MUNROE, JAMES P. *New Demands in Education.* Pp. viii, 312. Price, \$1.25. New York: Doubleday, Page & Co., 1912.

This is an intelligent discussion of many of the current problems of American education. It regards boys and girls under an intelligent scheme of education as the nation's greatest resource. To realize such an Utopian condition, the author makes eight demands: small classes with more or less individual teaching, physical development and care for health, interesting and stimulating studies and teaching, the training of the senses, the development of strong character, social training, vocational guidance, and wide opportunities in the school for individual effort. He makes a plea for the development of individuality and initiative on the part of both teacher and pupil, and is especially bitter in his condemnation of the despotism of ignorant school boards. American education is aimless. It has lost its one-time definite aim, and the present broad, general, cultural idea lacks a real understanding of what education should be.

The public school exists to develop social and personal power. It is just as important for it to train boys and girls to play an important part in community life as it is to develop individual skill and intellectual acumen. Society demands of public school product, "health, character, honesty, truth telling, willingness to work, readiness to comprehend, quickness of adaptation, fertility of resource and vision. These results come not from set lessons, but from self-discipline, self-reliance and self-knowledge. These qualities the public school must develop."

The discussion of discipline is admirable. The day of the rod has passed and

in too many cases has left a coaxing, pampering, disgusting way of dealing with children. The profession of teaching has found it difficult to create a self-discipline "which will whip him soundly every time he disobeys wise laws which he is capable of understanding."

The author joins in the well-nigh universal criticism of the American high school. The blame, so the author thinks, rests upon the university which has commandeered it as a feeder and upon the public which has failed to grapple with the situation. The high school apes the university and fails to serve the evident needs of the community. It will fail until it becomes independent and is a powerful social force.

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NITOBE, INAZO. *The Japanese Nation: Its Land, Its People and Its Life, With Special Consideration of Its Relations with the United States.* Pp. xiv, 334. Price, \$1.50. New York: G. P. Putnam's Sons, 1912.

These eleven chapters based on lectures delivered during the past academic year at various American universities, from the Atlantic to the Pacific, aim to promote a just understanding of the attitude of Japan toward the United States. This laudable undertaking in behalf of international peace has now passed from the charge of the universities to that of the Carnegie Peace Endowment.

With discrimination coupled with wise and hopeful suggestion, are treated the character of the land and of the people, their history, religion and morals, the present economic and educational conditions of the country, and particularly its past and present relations with the United States. The chapters on Economic Conditions and on Japan as a Colonizer, appeal especially to readers of THE ANNALS.

The 4,223 islands which, according to the *Tribune Almanac*, compose the empire, are reduced by official statistics to 518, those only being counted whose circumference equals one *ri*, or two and a half miles. Their whole extent is less by some 10,000 square miles than that of the State of California, and only about fifteen per cent is arable, the country being so largely mountainous. "Yet from this limited area our peasants produce enough to feed and clothe themselves and the nation and to furnish more than one-half of the silk worn by American ladies" (p. 210). Agriculture engages 60 per cent of the people, and 70 per cent of this class own and work farms of less than two and a half acres. Twelve is "a very respectable holding," and twenty-five acres make the owner "a local magnate" (p. 212). "As for manufacturing and other industrial enterprises, I am glad to say these are growing steadily and on the whole sanely" (p. 222). As yet there is "an unfortunate absence of iron," "lack of skilled labor," and a "predominance of female labor;" "child labor is disproportionately large" (pp. 234-5). "Careful experiments in cotton mills have shown that 300 Japanese operatives are required where 200 English are sufficient and where 100 Americans do the same work. As yet, there seems to be no immediate fear of an industrial Yellow Peril!" (p. 224). "Though as many as 98 per cent of the children of school age (6 to 14 years) are actually attending schools, a considerable portion of these